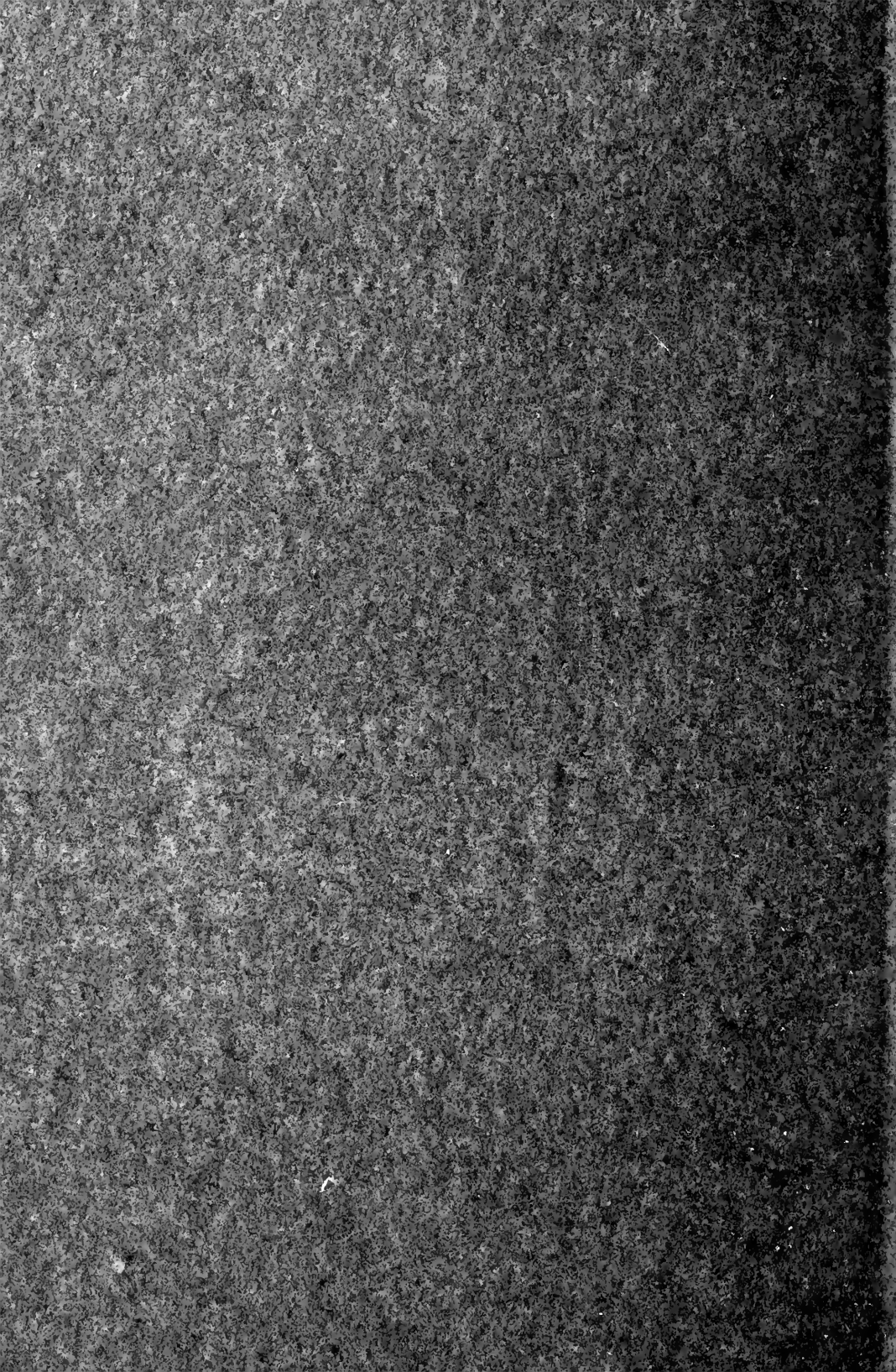


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CARRANZA

And Public Instruc- tion In Mexico





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CARRANZA
AND
PUBLIC INSTRUCTION
IN
MEXICO

SIXTY MEXICAN TEACHERS
ARE COMMISSIONED TO
STUDY IN BOSTON

NEW YORK CITY
1915

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Public Education and The Revolution

Education is one of the most serious and difficult problems that exist at present in our country. We recognize that it is education alone which can save our Republic, and it is in the bosom of education where are kept the secrets of our dearest rights of liberty.

The solution of the problem of education is in truth the most delicate one of the many that the Revolutionary Government has on its hands. Many old and obsolete methods must be rooted up completely, all prejudice must be destroyed, and all those hidebound rules that chain our liberty in a prison built of iron must be burned. And the purifying waters of a reorganization will cleanse and preserve an institution.

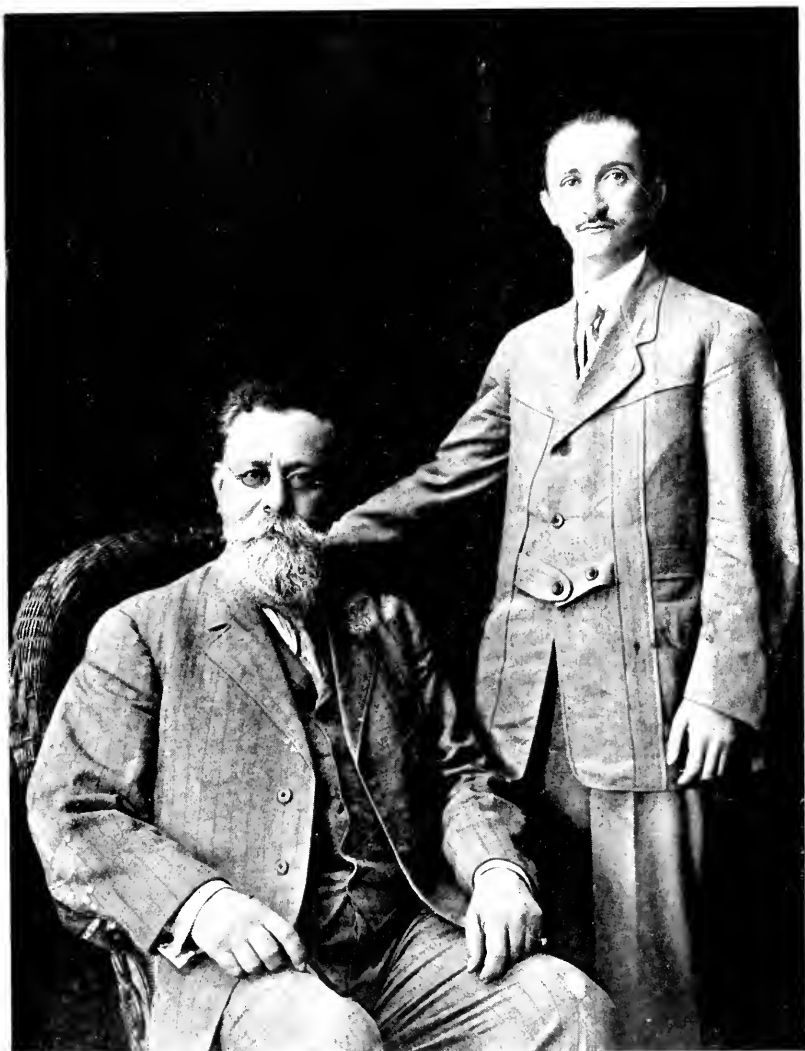
This is the motive that prompts the Sub-secretary in charge of the Ministry of Public Instruction to carry out these far-reaching plans in the pursuance of his duties. Señor Carranza has entrusted the reformation and reconstruction of the National Education to the by no means, small group of teachers and professors who followed the First Chief on their apostolic journey. With this end in view numerous commissions and groups have gone forth: 20 teachers to Yucatán, 44 to Puebla, 27 to Querétaro, 4 to Tabasco, 5 to circulate propaganda in General Obregon's army, and 27 who will extend in active propaganda by word of mouth the revolutionary ideas.

Commission in the Tabasco Schools

The following teachers, Miss María Téllez Escalante, Miss Concepción Chávez Coronel, Miss Tomasa Zúñiga, and Prof. Clemente. L. Beltrán.

Commissioners with the staff of the Army of General Obregon as propagandists: Mr. Julio S. Hernández, Mr. Matías López, Mr. Alfonso del Castillo, Mr. José Carmen López, Mr. Rafael Vera Córdova.

List of Teachers as Commissioners for the State of Puebla to organize the schools: Messrs. Salomé Cordova, José María Alvarado,



GENERAL VENUSTIANO CARRANZA
First Chief of the Mexican Revolution
MR. FELIX F. PALAVICINI
Minister of Public Instruction and Fine Arts

José L. Lozada, Antonio Aguirre; the Misses Maclovía de la Serna, Rita Castro, Concepción Olvera, Ana María Celaya, Esther García, etc. etc.

List of Teachers as Commissioners for the State of Queretaro for organizing the Schools: Enrique Garduño, Juan Manuel Díaz, Juan de Mata Rivera, Felix B. Gamboa, Federico Alvarez, Narciso G. Flores, Luis Luján, Avelina Herrera, Julián L. Bernal, Elvira Farias viuda de Bianchi, Carmen Calderón, Emma Olvera, Leonor Sierra, Luis G. Morel, Ebedina de los Ríos, Carlos B. Méndez, José Martínez.

A mere glance suffices to show the extraordinary importance of the measure which has been resorted to. The "new sap" will infuse new life in organizations which had become old and withered, in beings that had lost their energy. These teachers who are inspired by the purest principles of pedagogy will without doubt and positively reflect the purifying cataclysm of the Revolutionary movement.

And if the appointment of commissions in the various States in charge of the reforming of the educational branch means a determination worthy of the greatest praise for the head of the Army, the sending of teachers abroad in the sensible form in which the same has been planned, calls for the very highest acknowledgment and appreciation on the part of all those who know what the instruction of the masses means to the nations of modern times.

Only a few months ago a group of teachers left for the United States seeking improvements in their studies so as to give thereafter the proper impetus to the educational system of their country.

Another new commission, still larger than the first one, is now leaving, so numerous that it appears almost like a scientific peregrination, a scientific crusade. They are looking for new horizons; they are endeavoring to secure advantageous conceptions and they are desirous of knowing new customs and new ideas. The new acquisitions will then be, so to speak, forged in the heat of their patriotism on the anvil of Mexican teachers and scientific methods and conceptions and artistic impressions will radiate under the National Sun. Such is our impression and thus we desire it today, where 50 teachers are wending their way to Boston, Massachusetts, spreading in this manner the revolutionary ideas of the Head of the Nation and their most original and purest conceptions.

On the steamer Monterrey there will sail from Vera Cruz today

this new commission headed by the attic Poet, Alfonso Cravioto, a man of the exquisite culture of whom the Revolution must necessarily be proud. Before the Commission leaves Mr. Carranza will hold a reception for the members of the mission who, while paying their respect to the Head of the Nation, will at the same time express to Mr. Carranza their deep gratitude.

The new commission of teachers is made up as follows: President, and in charge of studying the establishments of Fine Art: Alfonso Cravioto.

Secretary in charge of studying the organization and classification of libraries and archives: Prof. Agustín Loera Chávez.

Political Economy and Female Labor: Maria de la Luz Alvarez, Paula Vela Gonzáles, Ernestina Medina Alvarado.

Arithmetic, Geometry and their application: Antonio López, Beatriz Cervantes, Rafael Jiménez.

Physical Education, Playgrounds: Felisa Anguiano, Soledad V. Sánchez, Concepción Morfín, Enrique Carrillo.

Moral and Civic Education and their relation to school discipline: Eudoxia Torres Preciado, María Guadalupe Cisneros, María del Refugio Barrueta, Javier Mejía, Braulio Rodríguez.

Musical Education: María Guadalupe Morales Hesse.

Education of backward children and of abnormal children: Ambrosio R. Belmont, René Rodríguez, Sara Salinas, Alberto Guevara.

Teaching of drawing and manual training; industrial initiation in the primary schools: Saúl Rivera, Eva Lopez, Manuel Centeno, Josefina Arredondo, Carlos Barrios.

Kindergarten: Luz Serradell, María de la Luz Rivera, María Luna.

Teaching of physical and natural sciences: Celfina Alcaraz, Fernando Ximello, Otilia Saldaña Rebolledo, Vicente Velasco.

Methodology of Geography and History: Carmen Reyes, María Dolores Mendoza, Alfonso Taboada.

Teaching writing and reading: María de Jesús Maciel, Martina Gómez, Francisca García, Isabel Rodríguez, María Trinidad Rodríguez.

Children's Literature and Children's Library: Dolores Sotomayer, Holda Novelo, Esther Rodríguez Rebolledo.

Organization of industrial schools: Herlinda Gutiérrez Esther Gutiérrez.

The commissioners are provided with the following general instructions, aside from the special instructions which result for every one from his particular branch:

General Instructions for the Teachers Appointed to study at Boston, Mass, U. S. A.

The object of the Government when commissioning teachers for making studies abroad is to improve the primary education, selecting the best that exists in the line of education in other countries and that can be successfully adopted to our national conditions.

We seek to secure the moral and cultural improvement of the teachers, who living there, in an atmosphere of advanced civilization, will elevate their intellectual level and will modify their habits and customs in the sense of human progress.

The contact of the Mexican school teachers with foreign civilization will redound to the immediate benefit of their persons, as units of the great Mexican Family and beyond that to the particular advantage of the people of Mexico, because to the school teachers is entrusted the mission to form the soul of the future generations of citizens.

The school teachers thus commissioned should not forget a single moment that they are expected to act as educators in the future and in the same degree as their career gains in dignity, it is expected that their love for the same should likewise increase.

Generally speaking, the tasks given to the teachers is to observe carefully the primary education in the United States, the school life of the pupils and teachers. For this object they will visit the elementary schools and will try to get a thorough insight into the methods formed and into the proceedings as regards the different branches to

be taught. They will devote special attention to the teaching of writing and reading, noting carefully the innovations introduced in that country so as to hasten and render more easy this branch. They will observe the scope covered by the school program of each branch, the distribution of the studies, the schedule of the studying periods, the recesses, vacations, etc.

They will observe what text books are used in the primary schools, their tendencies and the use made by the educators thereof.

The subject of particular attention shall be methodology of the elementary instruction in the various branches which constitute the study program.

They shall note how the progress of the pupils is ascertained, whether by inspection, or by examinations and how one and the other are brought about.

They will observe what opportunity is furnished and what program is obligatory for the primary instruction teachers.

They will study the rules of discipline which are used in the schools, taking good note of the means used by the teachers for imposing punishment on the pupils, as well as the proceedings to bring about emulation with regard to the rules in the duties and obligations of the pupils. They will study the pedagogical papers, the themes for the lessons, noting those which are freely selected from the program by the teachers. In general, they will pay attention to the outfit of the schools, physical cabinets, chemical laboratories, national history collections, children's and school libraries, as well as everything referring to the moral upbuilding of the pupils.

They shall render a monthly report covering the schools which they have visited and the work done during this time. At the expiration of their mission and their return to the country they shall submit a general report with their observations concerning such methods as they think ought to be adopted by our own schools.

They shall lecture before the teachers, informing them of the pedagogical innovations which they have observed in the American schools, and in short, they shall fulfill all demands of the tasks for which the executive has designated them.

Aside from the general lines layed down above, each teacher

shall study one of the branches of the Primary Program, pursuant to his capacity and inclination. For the carrying out of all the foregoing, the Chief of the Constitutionalist Army in charge of the Executive Power of the Union and Chief of the Revolution has decreed that you be commissioned by this Office to study the primary schools of the United States of America, especially in the State of Massachusetts with the regular residence in the city of Boston, with the understanding, however, that you shall visit other States of the Union, in case the Government should so decide.



Commission of teachers sent by General Carranza to study to Boston
General Carranza has in mind the sending of more commissions of teachers with the purpose that every graduated
teacher pays a visit to this country where they will study one year at least

Speech of Mr. Felix F. Palavicini—

Commissioner of the Secretaryship of Public Instruction and Fine Arts.

Chief of the Executive Power:

In accordance with your instructions, the Commission of Mexican Teachers which will go to the United States seeking an improvement in their educational system is already to start out. The realization of this plan is a joy to our souls; the redemption of the school teacher, as a firm tendency and high purpose has been the program of all our aspirations and desires that germinated for the good of the country in our brains and were manifest in us as far back as we can remember.

Old Spanish custom made of the school teacher, a poor, ordinary being, lean and emaciated of mind, and weak of will, a being of limited horizon whose intellectual power was marked out in the narrow compass of the Estimate of Expenses (Budget), always avaricious when it was a matter of schools and teachers. Hence the narrow life, the empty stomach, the weak intellect, the slovenly, almost repugnant appearance of school teachers. The poor teacher of yesterday in the villages who was a saddler, or a mason, tailor or barber, while he was civilizing the people with instruction in the alphabet; the teacher in the towns, was secretary of the City Council or of the Civil Register, in order to complete his salary, up to the teacher of today, who has a profession equal to any other, as regards the mental effort needed to acquire it, and scientific competence, indispensable for its execution.

The National Mastership has been changing for the better and in sending teachers to a foreign country, the teaching profession will suffer a complete metamorphosis.

Let the glory of erecting magnificent palaces of marble and granite, wonderful aqueducts, the glory of constructing thousands of kilometers of railroads, of building wide avenues, of opening up roads, of dredging harbors and rivers and even the glory of building schools belong to other rulers. But let the glory of forming school teachers go to Carranza. Let the names of the rulers that accomplish material works be engraved on the palace, on the bridge, on the railroad; let them be sculptured on marble and onyx. They will last only as long as quarries last, but frame a national soul, new and vigorous, and exuberant, that may bring forth powerful generations in the future, and then the name of the ruler, who is sending these teachers to the United States, will remain in a history that is not weak and fragile, because it is eternal.

We Mexicans will call the "Epoch of Carranza" that of "Primary Instruction." Carranza, who stands up in protest of grouping about him men of spirit, Carranza, who creates an army and saves the honor of a nation before the world is a grand figure. But this figure is not comparable to the one of the ruler, who, foreseeing the future needs of his country, trains a legion of educators, at the time when the roaring of cannon is still sowing panic among the obstructionists and reactionaries.

The American Secretary of State, Mr. Bryan, wrote a short time ago in reference to Mexico: "A democracy must be maintained by education, by the education of the people, and the schools will be of as much value to Mexico as its fertile extents of land." Chilon says of Jupiter that the Olympic god used to humble the proud and lift up the humble, and Pitaco, that the government reveals of what stuff a man is made. Mr. Carranza fulfils his mission with the people, furnishing teachers who will lift up the humble, and he manifests his altruism clearly in his actions as ruler. The Mexican teachers are going to the United States, with the great enthusiasm of those who desire to be educated and rise above the broad field of mediocrity. If it is true that for Mexico the epoch of great speculators has passed, and that of opening wide the doors to those who strive after the ideal, has arrived, and if it is certain that the **zoocracy** has been overcome, the teachers are doing well in arriving with hearts full of hope. Let them study in the United States the spirit of Washington, revealed in the energy of a people, collectively surpassing the isolated virtue of Cincinnatus; let them observe how the fruitful power of production can be associated with the intense love for one's country, and let them see at close range how perseverance, tenacity of purpose, initiative, personal courage, make of every citizen a free man, because

when he sings the hymns of his rights, it is because he has already recited softly the prayers of his obligations; that everything is correlative, that one must give in order to receive, that one must offer one's self, when one is entreated to, and that the result is not like the Biblical manna, for in the weaving and unweaving of Penelope's cloth, one fact in public life remains, is preserved, and lasts, and that is the desire to live. The teachers are going to compare their traditional racial gloom, their hereditary melancholy, with that unthinking happiness of the foreigners and enthusiasm of living, that makes nations powerful and countries great. They are leaving, not without some doubt as to the outcome of their stated hope of each one becoming a wise man, such as Aristipo, a pupil of Socrates, explained, saying: "Just as those who eat a great deal do not have better health than those who eat only what is necessary, so those should not be considered learned, who learn many things, but rather those who learn that which can be of use to them." And it is certain that duty consists in being useful, not in the way one desires, but in the way one is able.

Mr. Carranza made no mistake in gathering around his government school teachers, but yesterday confined in the narrow bounds of the Federal District, where they no longer saw any moving waters except those of the canal of Santa Anita, nor any monument greater than the tower of the Colegiata in the village of Guadalupe. He wants them to regard the limitless horizon of their native country, the immense sea, and the natural resources, an inexhaustible fountain, an abundant reserve that the nation possesses for its prosperity and greatness.

They have gone from one end of it to the other, examining the country, and they are found directing schools in capitals of states as far away as Chiapas and Yucatán.

Those that are today going to the United States will all study at the same time the primary schools, but in them, however, each teacher will devote himself to one specialty, and when they master the English language, the assimilation of pedagogical methods will be rapid and easy for them.

But the fundamental aim of the teachers that are going to the United States will not be to acquire simple technical mechanism, nor will it be the automatic function of teaching, but it will be the desire to saturate themselves with sane views, and to shake off the dust of old prejudices, for one acquires the habit of being strong, by living

in contact with strong men, and that the respect for freedom of conscience and the habit of having confidence in themselves may make them capable of loving the ideal, within the reality, and of turning that which exists, that which lives, and that which thinks into an immediate utility of that which must triumph and live.

And before they depart they want to shake hands with you, sir. They have come to assure you that liberal-minded, and teachers through and through, they will carry along in their gratitude, the religion for their country, the apostleship of the school, and their faith in Carranza, who not only possesses it, but who knows how to instil it into others. They are coming to promise the Mexican people, through your most worthy conduct, that they will not spare physical or mental efforts to put all their faculties intact into the service of their mission.

Statement of Mr. Alfonso Cravioto

Acting Sub-Secretary of Public Instruction and Fine Arts in the Carranza Government

Mr. Alfonso Cravioto, a High Official in the Carranza Government and
Actual Sub-Secretary in the Department of Public Instruction,
Made the Following Statement to the Press:

"The object of my voyage is solely the desire of the First Chief of the Revolution, Mr. Venustiano Carranza to improve the Educational System in Mexico. The actual revolutionary movement which is about to be brought to a definite and triumphant end, was initiated in behalf of the people, for the purpose of bettering their condition. The liberty of man is in direct proportion to his economic and educational condition. The Revolution has occupied itself in distributing lands and in bettering and extending Public Instruction.

"Mr. Carranza is a nobleman, a great friend of school teachers and school children, his collaborator in this work being Mr. Felix F. Palavicini, who today is the head of the Department of Public Instruction. Mr. Palavicini was called to the head of the department at a time when politics were in a turmoil. Notwithstanding the short time he was at the head of the Department in Mexico City, Mr. Palavicini formed and established a new system of education, in accordance with the ideals of the Revolution and without precedent in the history of my country.

"Here is an outline of the work accomplished by Carranza's Government in regard to Educational lines: A law reorganizing the National University, separating it from politics and making it an established and independent institution, making the University free from danger at any political change, establishing a body of school teachers, ordering a complete revision of the educational program;

the creation of a General Directory of the Department of Arts and the complete reorganization of the Ministry of Public Instruction are due to him. Mr. Palavicini firmly convinced of the uselessness of the Ministry of Public Instruction, at once started to reorganize the different departments so as to be able to put an end quickly to the said Ministry. Inconsiderate of his personal welfare, when Mr. Carranza changed the government from Mexico City to Vera Cruz on account of the campaign, he called to his side all of the school teachers, all answering his appeal. Some are already in the City of Boston to finish their studies, and now 50 more are leaving with the same object. They are the following: President and in charge of studying the arts, Mr. Alfonso Cravioto; Secretary, and in charge of studying the organization and classification of libraries and archives, Professor Agustín Loera Chávez; political economy and feminine works, María de la Luz Alvarez, Paula Vela González, Ernestina Medina; arithmetic, geometry and branches, Antonia Lopez, Beatrice Cervantes, Concepción Morfín, Rafael Jiménez; moral and civic educational school discipline, Eudoxia Torres Preciado, María Cisneros, María Barrueta, Javier Mejía, B. Rodríguez; musical education, M. J. Morales; education of abnormal and backward children, A. R. Belmont, B. Rodríguez, S. Salinas, A. Guevara; drawing and manual training, S. Rivera, E. Lopez, M. Centeno, J. Arredondo, C. Barrios; kindergarten, L. Serradell, M. L. Rivera, M. Luna; physical and natural sciences, C. Alcaraz, F. Nimello, O. Soldana, V. Velasco; metalogy of geography and history, Carmen Reyes, M. Mendoza, A. Taboada; reading and writing, M. Maciel, M. Gomez, F. Garcia, I. Rodriguez, M. Rodriguez; libraries for children, Dolores Sotomayor, H. Novelo, E. Revollo; organization of industrial schools, H. Gutiérrez, E. Rodríguez.

"Besides, commissions of teachers have been sent to all the territorials occupied by Carranza forces.

"The commission which is today leaving for Boston will be followed by others, as it is Mr. Carranza's object to have all the school teachers spend a year in Boston to finish their studies. Mr. Bryan in speaking of Mexico, expressed himself as follows: 'Democracy should be sustained by Education of the people and that Mexico should see in her schools elements as valuable as her fertile lands.' In these few words can be found the program of our education system. In realization of this need, a very important department has been created in Vera Cruz, called 'The Section of Social Legislation,' Mr. J. H. Macias being at the head of this department. This department has formulated and put into service the following laws:

"Additions to the Plan of Guadalupe."

"Free Municipality as a basis of territorial division of lands and the political organization of States.

"Divorce Law.

"Land Law—for the purpose of returning to people lands stolen from them.

"Labor Laws.

"I close now, showing you that the sending of this commission of school teachers indicates the tendencies toward culture of the revolution headed by Mr. Carranza and the complete faith we have in our victory."



FIRST CHIEF, DON VENUSTIANO CARRANZA

In spite of the enormous activities demanded by the war from him, is visiting continually the establishments of education and encouraging the teachers and children. He is their best friend

“Intervention” By School Teachers

Objects of the Mexican Commission of Educators, in Boston, to Learn Methods for Uplifting Their People at Home

Reprinted from The Boston Transcript

By Bernard Gallant.

A realization that true democracy cannot exist without genuine, popular education has brought to the United States a commission of fifty-five Mexican school teachers for the purpose of studying our educational institutions. The commission consists of eleven men and forty-four women. From their headquarters in Boston they are to make a long and exhaustive study of American schools, colleges, universities, libraries and vocational training schools with the view of adapting what is best in American methods to the educational needs of Mexico. Every field of educational training will be covered by the commission. It will remain in this country not less than a year, while some of its members are scheduled to stay here as long as three years.

Five months ago the first group of Mexican school teachers came to this country. They were the pioneers of the new educational movement of the land beyond the Rio Grande. They represented the modern and came upon the wave of revolution which has cost so much strife and sorrow. They were people from every walk of social life in Mexico, from the poor peon to the rich land owner. But all were imbued with the dream of a freer and better Mexico. They located in Boston, the fame of that city having travelled even to the distant plains of Mexico. They could speak no English, knew little of the customs of the land, but the friendly reception accorded to them by the Bostonians was so gratifying and the results of their

work so satisfactory, that Boston was chosen as the home of the present commission.

According to Señor Cravioto, president of the commission, the following branches of study are to be pursued by the members: Libraries, their organization, classification and the keeping of archives, political and social economy; moral and civic education; school discipline; education of abnormal and backward children; physics and the natural sciences; organization of industrial schools; musical education for children; kindergartens and children's libraries. This, however, is only part of the program. The members of the first commission have in the mean time been investigating the vocational training system of education, domestic sciences, night schools and rural schools.

More Than Force of Arms Needed.

"Señor Carranza," said Alfonso Cravioto, "realizes that Mexico cannot and will not be pacified by the force of arms alone. While our military forces are victorious upon the battlefields, the leaders of the revolution appreciate that only through popular education will Mexico attain the independence she is seeking. For that very reason we are preparing ourselves for peace in time of war. When the people are educated they will be able to control themselves and govern in a manner truly democratic.

"During the days of Diaz the schools were only show places to please and win the favor of the rich foreign friends or Diaz and his ministers. They were attended only by the few rich, while the poor never had the opportunities of gaining an education. That accounts for the fact that eighty-five per cent. of all the people in Mexico are totally illiterate. Under the system adopted by Señor Carranza, education in Mexico is to be compulsory, and will be within the reach of all. Not only will instruction be free, but all books, laboratories, libraries and various experimental stations will be free and open to all who desire knowledge.

"Señor Felix Palavicini, Minister of Public Instruction, has taken in consideration the geographical conditions of our country. In Mexico only six per cent. of the population live in the cities. The rest of the people are scattered over huge haciendas, vast plains far away from the cities and in some cases even miles away from a railroad. Therefore, part of the commission's work will be to establish rural schools. Travelling schools will be equipped with all the necessary material and be sent broadcast. One train is to follow the other and

the children of the poor peon, as well as the rich land owner, will have the same opportunity of acquiring an education."

The choice of the members of the commission is characteristic of the various types of the Indians that populate that vast country. They represent nearly every important State in Mexico and comprise many different social stratas. Preference was given to women in the selection of the commission because of the sudden awakening of the woman in that country and her great work for the cause of the revolution.

With the murder of Francisco I. Madero and the usurpation of the presidency by Victoriano Huerta, the women cast aside the traditions of Mexico and for the first time in the history of that country took an active part in the revolt. Almost from the first day of the Carranza revolution the women were his staunchest supporters. They organized Red Cross corps, carried on propaganda among the soldiers, and took care of those who fell into the hands of the enemy.

For this work they demanded a hand in the reconstruction of their country. They demanded equal opportunities of life, they demanded that every field of human endeavor be opened to them. And this was granted to them by the leaders of the revolution.

Mexican Women Not Seeking to Vote.

"The Mexican women are not seeking the ballot," declared Senorita Maria Martinez, "because at present they are interested in the great rehabilitation of their country. We want the opportunity to study and join every profession open to men. We want all the walks of human society open to us, we believe that by these means we can accomplish as much as by the ballot. However, when the time comes and the women of Mexico feel the need of the franchise we shall demand it, and I am sure we will attain it very easily. At present we are interested in education.

"According to the system evolved by our commission we expect to bring the greatest results of democracy. In the same schools children of the poor and rich will meet on the same plane. The little girls will meet the little boys. They will not grow up with the idea that the women are sacred beings who are not to be soiled by the struggles of life, as are the views of the Latins. The women will learn to share part of the responsibilities and the struggles of life. That will bring about the greatest results which make for true

democracy. Men and women will be individuals. That will be attained through co-educational training."

Every member of the commission has had active school training. Every one of them has taken an active part in the revolution, and a good number of them have served terms in jail while Huerta was in control of the Government.

"Señor Carranza," declared Alfonso Cravioto, "is a civilian at heart. While he is organizing armies and sending them to fight the battles of freedom, he is at the same time thinking of the men and women who do not shoulder a rifle. They, too, share the great burdens of the political struggle. They, too, suffer and it is they who are to benefit from the fight as well as the members who are performing active military service.

"While the most serious problem Mexico is trying to solve is the land question, that is not the most important. Beneath every problem will be found the great lack of education and understanding. No laws can be promulgated if the people are unable to read these laws. Nothing can be accomplished if the people do not understand the meaning of it. For that very reason Señor Carranza is thinking of education long before the revolution has come to a successful close. In the meantime men of education follow the armies and in every place lectures are delivered to the people and the new order of things is explained to them. This has already borne its fruits. Never was the cry for knowledge and education so great as it is at present."

Massachusetts System Adopted.

The commission is not going to wait till its mission is complete before its findings and results will be applied to the needs of Mexico. They are to make monthly reports and their suggestions will be put immediately into operation.

So far the vocational training school system of the States of Wisconsin and Massachusetts has been adopted and is being used in the territory controlled by Carranza. By the practical demonstrations of genuine interest in the people, the members claim, Carranza is winning the multitudes on his side. None of the teachers would discuss the political phase of the revolt. They would not consider any questions regarding the bandit-general Villa. "We have come to study," they said, "but not to discuss politics. We are not politicians; we are teachers."

All, however, seemed confident that the Constitutionalists would triumph. All seemed certain that victory is but a short distance away, but none would discuss the political campaign.

Under the guidance of the seven members of the first commission, the members will begin their work at once. After a few months of work in Boston, half of the members will begin a tour of the principle cities of the country. The object of the tour will be to compare the Western and mid-Western institutions with those of the East. The reports of those members will be forwarded to Boston and from there will go directly to the Carranza government at Vera Cruz.

The commission is a part of the reconstructive Mexican policy adopted by the Constitutionalist government for the rehabilitation and reorganization of the country.



The true Social reforms, as understood by the First Chief of the Revolution, Mr. Carranza, are based on education and schools; that is why the reorganization of education in Mexico is the consequence of the observations he makes in his frequent visits to those establishments.

The Work of Mr. Carranza

In The Department of Public Instruction

Mr. Félix F. Palavicini, came to the ministry the twenty-fifth of August. Immediately he put an end to the administrative personnel, and twenty-four hours later, the parts of the secretaryship were carrying out their normal functions. He changes the faculties of all the superior (higher) schools; he formulates a new estimate; he restores the General Direction of Primary Education with four sections and the service of General Supervision—this last, without spending a single centavo in furnishings and commodities of which there was an excess in several departments—he suppresses Federal intervention in the teaching in the States, granting the rudimentary schools already established to the Governors of the Federative Entities; he discharges the old personnel and establishes the new ministry of Superior Education. He suppresses the Council of Primary Education and of Kindergartens and appoints a new personnel for it. He names delegates for the Fifth National Congress of Primary Education, which will meet immediately in Pachuca; he introduces, one by one, all the new directors of the Faculties, making a speech in each one of the establishments; he arranges to have a directory of schools of culture and fine arts made, for the use of the public. He begins the formation of a book on "Monumental Mexico," in which every chapter will be written by an authority, a specialist in each branch; he changes the procedal of inspection in the scholastic zones; he formulates technical circulars, systematizing the instruction in arithmetic, in the Castilian language and in geography in the grammar schools; he prepares a bill regulating the promotion of teachers, in due time, according to the strict army registry and the retirements and pensions on account of accidents or long services. He visits the departments; he arranges a plan of study for the reorganization of the Medical, Pathological and Bacteriological Institutes; he changes the name, the form, and the personnel of the editing staff of the old Bulletin of Public Instruction, naming it "Bulletin of Education."

Now, in reference to the administrative part, he saves a sum of \$150,000 in the Special Estimate, notwithstanding the fact that he has kept up the increase of 25 per cent. in the salaries of teachers of primary schools, a sum which amounts to over \$1,000,000, an increase that he obtained as Deputy Counsel at the Congress of the Union, by maintaining all the profits that go to consume the estimate to the detriment of educational interests; he seeks the nullification of the seventy contracts for renting of houses for schools, formulated in the time of the usurpation, just as every financial operation of weight realized by merchants of morbid influence and by enemies crafty and political. He arranges a new system of economy with the revision of the estimate of all the educational institutions, and the exclusive power of the Administrative Department in purchases of furnishings, utensils, and implements for the schools, just as in the sanction of contracts for engineering or architectural works or installations in general. It refuses all unnecessary aids and authorizes in their place those of rigid legitimacy, retaining the pensions of self-denying instructors, who consumed their energies at the altars of national education, just as all those of poor students, who have revealed profound love for the study and remarkable talents for it.

While this work is developing the pedagog does not abandon the politician, but of this man, in accordance with his liberal principles and constitutionalist ideas, judges the existence of the Ministry of Public Instruction and Fine Arts, as an offense to the Federation, and in being introduced to the President of the National University, and in the presence of the First Leader who was presiding over the ceremony, declared in a speech, which will be epoch-making in the history of Mexican culture: "That the University must be free, that the Ministry in charge of it must disappear in order that politics may not interfere in instruction;" and a few days later he obtains from the First Leader a decree that abolishes the pedantic faculties product of the old law, and in place of these, designates a body of eminent thinkers who may study and formulate the following plan. Moreover, to the same Secretary are due the following works: Creation of the General Direction of Fine Arts; decree defending the preservation of and respect for our monuments of art; formation of the Museum of Colonial Art; reparation and preservation of the Convent of la Merced, the rarest jewel of ancient architecture; organization of an Exposition of School Work and Fine Arts; Archeologic Exposition of the Aztec ruins of Santa Teresa Street; inspection of the Archeological Monuments of San Juan Teotihuacán; plans for a scientific classification of the objects in the National Museum of History and Ethnology and in the National School of Fine Arts; organization of a Congress

of Specialists for unification in the teaching of the national language, in view of the fact that some professors are guided by the Spanish Academy and others by the precepts of don Andrés Bello; organization of a Congress for unification in the teaching of stenography; suppression of the usual prizes and creation of the republican prize; reorganization of the Pedagogical Museum.

Study and Editing of a Rule of Esclafon of the faculties, including the establishment of a Congress of Honoranda Law in regard to pensions.

Edition, Publication and Distribution of the work "Ten Great Citizens in our History," with purpose to combat the grave defect in relative instruction, in exalting almost exclusively military men, war-like deeds and prowess of arms, putting in the shade our illustrious plain citizens.

Cancellation of onerous contracts and savings in the taxes of school buildings.

Organization of the Plan of Studies of the National Preparatory School, distributing the curriculum among specialties.

Reorganization of the plans of study in the National Schools of Jurisprudence, Superior of Commerce and Administration, and Normal for Teachers.

Organization of the Plan of Studies for mining engineers, covering six years, including in them preparatory studies.

Suppression of the Pathological Institute and practical application of the Bacteriological in the cheap and abundant production of animal vaccine.

Study, discussion and editing of the Plan of Law (which will soon be published, to give autonomy to the National University and separate the superior schools from political contingencies.

The New Organization

Of The Secretary of Public Instruction and Fine Arts

In order to give unity of judgment and action to the different branches of instruction that come under the Ministry of Public Instruction, the First Chief of the Constitutionalist Army, charged with executive power, has consented to a new organization and distribution of the dependencies of the ministry.

All branches of the ministry will be discontinued with the exception of the administrative branch; General Boards will be established which will conform directly with those of the Ministry of State as long as that Ministry lasts.

The special organization of the Ministry will consist of a secretary, a sub-secretary, a private and an administrative branch. The different sections will be distributed according to the arrangement of the following General Boards:

GENERAL BOARD OF PRIMARY, PREPARATORY, AND NORMAL EDUCATION.

Will Have Under His Jurisdiction the Following Institutions:

Kindergartens.
Elementary Primary Schools.
Primary Schools of the territories of Fepic and lower California.
Schools of Pedagogic Experimentation.
National Preparatory Schools.
National Boarding Schools.
General Storehouse of materials for Public Instruction.
Pedagogical Museum.

Student Dental Dispensary.
Inspection of Hygienic Service.
Inspection of Physical Education.
Inspection of Harmony and Choral Music.
Inspection of Drawing and Manual Training.

GENERAL BOARD OF FINE ARTS.

With the Following Dependencies:

National School of Fine Arts.
Conservatory of Music and Dramatic Art.
Inspection of Architecture.
National Museum of Archeology, History and Ethnology.
Museum of Colonial Art.
General Archives of the Nation.
Registry of Copyrights.

GENERAL BOARD OF TECHNICAL EDUCATION

With the Following Dependencies:

School of Arts and Crafts for Men.
National School of Arts and Crafts for Young Women.
High School of Commerce and Business Administration.
"Doctor Mora" Commercial School for Men.
Miguel Lerdo de Tejada Commercial School, Young Women.
José María Chávez Industrial School for Men.
Corregidora de Querétaro Industrial School for Young Ladies.
Vasco de Quiroga Industrial School.
Gertrúdis Armendaris de Hidalgo Industrial School.



MR. FELIX F. PALAVICINI
Secretary of Public Instruction and Fine Arts
in the Carranza Government

The Life of A Fighter

The enforced tranquility which characterizes the long reign of the dictator, Porfirio Diaz, laid a ban not only on all manifestations of public life, but also upon private life, paralyzing any individual initiative on the part of the citizens.

Only after the Creelman interview did the men of action again make their appearance at the very time when the dictatorship reached its highest importance and development. But those who witnessed the appearance of these men thought them weaklings and narrow. The false splendor of the tinsel and glitter to which we had become accustomed during a reign of thirty years sustained by the adulation of the papers, had, as it were thrown a veil over all our social miseries. It was but natural that under these circumstances those who raised their voices in the beginning were thought to be demented.

But four years of fighting has sufficed to change this impression. From the political theatre have disappeared the self complacent fighters of yesterday, but those remain who have withstood indifference, persecution and threats and they fight and keep on fighting until the democratic ideals proclaimed by them have been victorious.

To this small and persistent group belongs Felix F. Palavicini, a civil engineer, who at the present moment is at the head of the educational system of Mexico. His life, full of efforts and devoted to the overcoming of enumerable difficulties is worthy of being imitated.

Felix F. Palavicini was born at Teapa, State of Tabasco, in the year 1881. His parents were Juan Vicente Palavicini and Beatriz Loria Prats. Although his parents belonged to a high social class, their son was far from enjoying a cheerful youth, because at the age of 4 years he lost his father and then had to pass through a period of privations and misery. He was sent to school, but the entire lack of resources forced him to resort to a livelihood of the very humblest character. He was reduced to the necessity of acting as guide of a blind man and to sell candies and pastries; thus he succeeded in providing a livelihood for himself and his mother.

This life of misery did not end until he found a protector in the person of Gregorio Castellanos Ruiz, a lawyer from the State of

Campeche, his stepfather, to whom Palavicini owes his first education.

Young Palavicini when still a student soon showed traces of extraordinary energy inherent in him; while still a student, he was made a delegate and secretary of the "Salarios" commission at the Agricultural Congress, held in his State, he was expelled from the commission, because he maintained that the slavery of the peons in Tabasco should not be further protected. (Governor Davila of Yucatan has just promulgated a law to that end.)

In November, 1901 he secured the degree of topographical engineer and in 1904 settled in the City of Mexico to exercise there his profession.

For some time he was an assistant in the general light-house service and then took charge of the constructions of the firm of Viuda e Hijos de José M. del Rio under the management of Civil-engineer Jorge del Rio.

Two years afterwards he was appointed professor of manual training in the school connected with the teacher's Normal School and the ability shown there by him caused the Mexican Government to commission him to study the manual training schools and industrial schools of Boston, Mass., U. S. A. and those of France, Belgium and Switzerland. He traveled extensively in those countries and enlarged his scope of knowledge in the courses of Mr. Lucien Magne and Mr. André Liesse in the National Conservatory of Arts and Crafts at Paris. However, brilliant was his work in Europe, and although his profession pointed to the path of education, the necessity of actual conditions forced him to become a paladine of the press and of the speaker's platform. From 1907 onward his life was one of difficulties and obstacles, but he did not allow himself to become discouraged. He retained the same energy as of yore.

In 1909 when the revolutionist movement started Mr. Palavicini resisted energetically the dictatorial Government of General Abraham Bandala as editor of the weekly paper "El Precursor" and in Mexico City he founded in 1907 the Review called "El Centro Tabasqueño" and also the political group bearing the same name. Having thus prepared the soil he started his work as a political leader, opposing in his daily newspaper "El Partido Republicano" the Government of General Porfirio Díaz the re-election of whom he sought to render impossible.

In 1909 when the revolutionist movement started Mr. Palvacini was Secretary of the Anti-Releccionista Centre of Mexico, and accompanied Mr. Francisco I. Madero on his first political trip through the Country.

The consequence was that he was exposed to all sorts of persecutions and in his quality as editor of the "Anti-Releccionista" he was prosecuted in the Courts.

At the very moment when Mexico displayed the greatest splendor at the time of celebration of the Centenary, Palavicini found himself in the greatest plight; the doors were closed against him, and finding himself deserted on all sides, he was reduced to the necessity of serving in one of the most sumptuous restaurants of Mexico, but even there he could not stay a long time and was discharged. But the triumph of the glorious revolution of 1910 changed the political life of Mexico. New and wider horizons offered themselves to the spirit of the political fighters, and they were soon joined by Mr. Palavicini. He was a delegate at the convention of the Constitutional Progressive Party in August, 1911; he founded and edited the Review "Tabasco", and in the electoral fight for the first district of Tabasco he beat decidedly all his opponents.

In the Legislature he found an opportunity to expound in fiery speeches the high character of his convictions.

There he showed his strict adherence to the platform which he had submitted as a candidate and he started and sustained a number of laws and constitutional amendments of the greatest importance and of extraordinary benefit to the people; all of them were adopted. There he also showed himself as the true friend and defender of the teaching profession.

When on the 10th of October, 1913, Huerta effected his "Coup d'état" Mr. Palavicini was one of the deputies locked up in the Penitentiary, where he was treated with the greatest vigor.

Time and again he was on the point of losing his life, but he never lost his courage and his energy. On the 25th of August, 1913, the General in Chief of the Constitutionalist Army offered him the post as Secretary of Public Instructions and Fine Arts and as such he has brought about a complete reorganization of the educational system.

Apart from all this comprehensive work Mr. Palavicini has shown himself to be an author of the first rank on pedagogical matters as is clearly shown by the comprehensive writings that he has published.

Such has been the inspiring life of this champion of Mexican ideals who with an inflexible strength of character succeeded in rising from the drags of misery to his present elevated position, and his country once freed will expect great things of Mr. Palavicini.

(From the "Boletin de Education" Mexico.)

The Revolutionary Work Done by Mr. Cravioto

The prominent features of the life of the Head of the Commission are worthy of being known. We submit them herewith:

Alfonso Cravioto was born in Pachuca on the 24th of January, 1884. He began his literary and political career by editing the Anticlerical Weekly, "El Desfanatizador," in which he fought against the reactionary disposition of the Governor of Hidalgo, Pedro L. Rodriguez. He entered the law school at Mexico in 1902 and took an active part in the alumni societies, laying great stress on efforts to direct their tendencies towards an efficient participation in the affairs of the State, and using all efforts to combat the Dictatorship of Porfirio Diaz. He contributed to all the oppositional papers of the time, particularly to the "Vesper" and "El Hijo del Ahuizote." In 1903 jointly with Santiago de la Hoz, Juan Sarabia and the brothers Flores Magón, he founded the Anti-Releccionista Club "Rendención," whose Vice-President he was, and also the weekly paper "Excelsior," a forceful opponent of Porfirio Díaz. Owing to this he was arrested and imprisoned with all his companions in the prison of Belén, where he was locked up for more than 6 months. When recovering his freedom he became an active collaborator in the only opposition weekly which existed at the time and which was called "El Colmillo Publico," a matter which exposed him to an unpleasant persecution which finally forced him to leave for Europe. In 1910 he took part in the anti-re-electionist movement, together with the brothers Gonzáles Garza, then because of Madera's triumph he was appointed a delegate to the National Convention, and Secretary of the Mexico Board of Aldermen, when the election took place, and he was also elected a delegate to the Congress of the Union, by his native city. In the Chamber he formed a part of the most insistent group of the so-called "renovadores," having delivered some speeches which are worthy of remembrance, such as the funeral sermon at the time of the assassination of President Madero, in which he protests against the crime and praises the martyr. Cravioto remained in Mexico during the reign of General Huerta, risking, like his companions, his life from day to day, because of his dignified conduct in the Chamber; he organized various revolutionist expeditions in the States of Hidalgo and Puebla.



MR. ALFONSO CRAVIOTO
Acting Subsecretary of Public Instruction and Fine Arts and Director
General of the Fine Arts Department

When the coup d'Etat was effected, he was locked up in the penitentiary for three months, and he was on the point of being fusillated in April, 1914, with Messrs. Urueta, Novelo, Curiel and others, because he had protested against the conduct of Huerta in relation with the occupation of Vera Cruz. When the Constitutionalist triumphed, Cravioto was appointed by Palavicini a member of his staff, and since then he has occupied in the Department of Public Instruction and Fine Arts the post of Chief of the University Section, editor of the Bulletin of Education, Member of the Superior Council of Education, Director General of Fine Arts, Head Clerk and Assistant Secretary pro tempore, a post which he still occupies at the present moment and to which he was recently promoted.

When the Villa reaction set in, Cravioto took without hesitation, sides with the General in Chief and he is one of his most loyal and enthusiastic partisans

The literary career of Cravioto is also distinguished and his name has already gained renown in the country and abroad, through writers, such as Justo Sierra and Ruben Dario, amongst many others. He has obtained prizes in literary contests, in Puebla, San Luis, and Oaxaca. He has contributed most efficiently to the "Revista Moderna de Mexico" in recent times. He was editor of the "Savia Nueva" and he has founded and been President of the Antheneum of Mexico, a body of such extraordinary intellectual importance, that already numerous ministers, assistant secretaries, delegates, diplomats and professors have been appointed from amongst its members. As critic and lecturer on art he has written various books which have found universal approval in Spain and France. The people of Vera Cruz have of late had frequent opportunities to become acquainted with the prominent oratorical skill of Cravioto.

Such is in a few words the life of the most active collaborator of Felix F. Palavicini in the prominent work of revolutionary re-organization of public instruction.

All the teachers appointed are full of enthusiasm and depart with well defined intentions. It is too be hoped confidently that the large number of teachers now going forth will to the fullest extent merit the confidence which the constitutionalist Government is reposing in them.

(*"El Pueblo"*, Vera Cruz, May 13, 1915.)

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